

B. Expansion of American Studies at Nanzan University

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XII: Assumption of a Position at Nanzan

Well, time has come to talk about my story about coming to Nanzan University in 1968. I am going to start with my feelings and impressions of the name ‘Nanzan’ when I heard it for the first time. Ordinary people, when they hear this name, may have the idea that Nanzan is a Buddhist institution, I think. Professor Ken’ichi Nakaya, who was my undergraduate mentor, had an extraordinary sense of humor. He said, “Oh yes, [Nanzan] is a university established by monks. But the monks over there wear collars!” I asked him, “Was that university established by Catholic priests?” He replied, “Yes, Nanzan is a Catholic university.”

Hearing of this, my friend at the graduate school of the University of Tokyo said to me, “You may be a brisk guy, but you are rude. Such a rude guy as you cannot stand for three years at Nanzan where so many well-to-do boys and girls are enrolled. After three years at Nanzan, you may want to come back to Tokyo, but there is no vacancy for you here, any more.” This was kind of a threatening send-off message, but I still came to Nanzan at the end of March, 1968.

Incidentally, while I was a primary school and junior high school boy, I attended Sunday school and later joined Boy Scouts sponsored by Niigata Catholic Church, which was just a stone throw’s distance from my house. Really, if I climbed up to the roof of my house and threw a stone, I could break one of the stained glasses of the church building. I joined eight o’clock mass on Sundays after I heard the bells ringing at eight o’clock, and at nine I attended Sunday school, and at ten I practiced various Boy Scout trainings, such as rope tying and flag signaling. One day, I dug a hole to barbecue a meal in a mess tin on the grounds of kindergarten attached to the church. I remember I was bitterly scolded by a nun-teacher at that time.

When I first came to Nanzan, the school president was Fr. Kiichi Numazawa. Almost at the end of the interview, he asked, “Well, what do you think about Christianity, especially Catholicism?” I told him what I have told you, just now, about attending Niigata Catholic Church almost every Sunday. Fr. Numazawa sighed and said, “That is really Divine Providence!” I told him that I could not understand the meaning of ‘Divine Providence.’ He said, “Didn’t you tell me that

you did not know about divine will?" I answered, "Since you asked me about my thoughts or relationship with Christianity, I answered honestly, and told you what I experienced while I was a little boy." Fr. Numazawa again said, "That is really Divine Providence." I said, "Would you please explain the meaning of Divine Providence?" Then Fr. Numazawa started to explain: "Niigata Catholic Church which you attended while you were a boy was started by the Order of Divine Word. At first it was a small mission, but gradually expanded to be qualified an independent church. Then, we surrendered that church to the Holy See. You know that Nanzan University was established by the same order that started to propagate Catholicism in Niigata. You attended Niigata Catholic Church while you were a little boy and now you are an adult and starting to teach at the University that our order established as a missionary school. Don't you think isn't it Divine Providence?" After I listened to what he said, I thought I would definitely be hired by Nanzan. Tokyo friends had said that I would not last for more than three years, but forty-four years have already passed, just like a dream.

XIII: Birth of Department of British and American Studies in the Faculty of Foreign Studies and its Curriculum

Now, I would like to talk about what I have done during those forty plus years. The Faculty of Foreign Studies at Nanzan University was inaugurated in 1963, five years prior to my arrival. This faculty initially consisted of two departments: the Department of British and American Studies, and the Department of Spanish Studies. I was frequently assigned to be a member of the Public Relations Committee during my first several years at Nanzan. At the explanatory meeting of colleges and universities, a serious high school girl asked me whether Hispanic language was the same language as Spanish. I was at a loss as to how to explain that to her.

Most of those teaching at the Department of British and American Studies at the time when I came were transferred members from the Department of English Language and Literature, Faculty of Arts and Letters. It was hard to find any professor whose major was American Studies. Especially there was no one whose major was related to any discipline of American Studies in social science. Those professors who belonged to other departments, such as economics and business administration helped us teaching American economy. I know those days well.

Now, it is no more secret that the late President Johannes Hirschmeier, who belonged to the Faculty of Economics, told me, "I like to teach students of British and American studies very much." As I was hired to enrich the American studies curriculum, I took it for granted that the Department of British and American Studies offered a decent American studies program. However, the fact was entirely different.

From Kyoto University, Professor Akira Imazu had come to Nanzan to teach American history as a part-time professor during an intensive lecture period, late in the 1960s when I joined Nanzan. Other than that, there was almost no class related to American studies. Professor Ken'ichi Nakaya also came to Nanzan as a part-timer and taught American history. There was a professor who built his house in front of the main gate of Nanzan. I thought that the building was conveniently located for students' dormitory. But it was not. It was Professor Seiro Ohba's residence. (He became professor emeritus and then passed away after long service to Nanzan Corporation.) I was told that Professor Ohba and Professor Nakaya were classmates as senior high school boys at Seijyo High School, and Professor Ohba asked Professor Nakaya to spare a vivacious young man. I was caught in a net thrown by Professor Ohba.

In the year I came to Nanzan, I was immediately approached by the students of British and American Studies. They said, "You graduated from American Studies Department. What do you think of the present American studies curriculum of our department?" Since there was no substantial curriculum of American studies at Nanzan, I answered that I could not comment. Then I added, "I came here to build a curriculum of American studies." At that time there were many serious students visiting universities all over Japan where the British or American studies was included in the department's listings. They paid their own expenses, and asked for area studies curriculum at each institution they visited. Upon returning, they summarized their visits and mimeographed the listings under the title of *Gyro*. It was a slim pamphlet-like publication.

I kept those pamphlets and materials in a box, but it is my regret that I lost that box. Professor Eiji Nagai of Nanzan Office of Historical Materials would be disappointed if he might know there had been these kinds of materials, I imagine.

Be that as it may, it was an important responsibility for me to construct a curriculum of American studies based upon interdisciplinary concepts for those students who worked hard to have their own American studies curriculum. However, you might remember that the radical student movement of the University of Tokyo started in the year 1968 around problems of internships at the Medical School. The student movement also reached to Nanzan campus. The reason that Nanzan needed a young vivacious person at that time was to let that person work as a member of Student Affairs Committee, where they could cope with radical students. My guess was correct. Ordinarily I might have been appointed as a member of the Student Affairs Committee in April of the following year, but irregularly I received a commission in December, 1968.

I had to be determined to do whatever I could do as a committee member, for there were various radical student groups such as *Minsei* (Democratic Youth League related to the Communist Party), *Sampa* (three other radical groups: *Kakumaru*, *Chukaku* and *Shaseido*: all leftists) and *Hantei Gakuhyo* (Anti-imperialism Student Council). They were identified by the color of helmet they

wore. They were not united and they sometimes fought against each other. It was very difficult to get along with each group. But I had to do that. Each radical student group submitted their demand to the university authority in their “jargon” (“we decisively demand the university administrators’ preparedness in answering our demands!”) and those who were responsible for answering were the elderly persons of the administration, who were born in the Meiji era, and they could not understand radical students’ “jargon.” On the other hand, radical students who were born in the 1950s could not understand old style Japanese used by those senior professor-administrators. The administrators asked me, “Mr. Iwano, what are they demanding?” I was also asked by the radical students to translate senior professors’ answers into understandable Japanese for them.

What with translation this way for professors and students, and another regular student affairs committee meeting, I was interrupted in my efforts to continue building a curriculum of American studies. Around that time, my junior of American Studies at Komaba was assigned to come to the Foreign Affairs Section of the Aichi Prefectural Police Office. I had so many chances to meet him while he was in that office, for he was also taught by Professor Nakaya during his undergraduate days. One day I asked him, “Isn’t it your official duty to control undesirable aliens?” He replied, “There are no undesirable aliens at Nanzan. They are all good persons.” I responded, “You need not say blarney.” He replied, “I went to Nanzan the other day, commanding the riot squad. Didn’t you ask us to save your president from confinement by radical students?” Really he had come to the Nanzan campus at the time of an incident of President Numazawa’s confinement. He was the last officer who could command the riot squad, for other high-ranking officers who were qualified to command the riot squad were out of the office, in response to calls from other universities and colleges.

He later returned to Tokyo to take the responsibility of the Imperial Guards, i. e., bodyguard of Crown Prince Akihito (now, the Emperor of Japan). Suddenly the Lockheed Scandal with buzzwords like “peanuts and pieces” surfaced out of the blue. He was asked to transfer temporarily, I heard, to a prosecutor’s office in order to help with translation of documents confiscated from the Lockheed Corporation. On a cold day in February, his body was found floating on the River Sumida. It was understood he had committed suicide out of fatigue, though I still doubt this interpretation. He must have learned too much about this scandal that had deeply involved the then Prime Minister Kakuei Tanaka, and perhaps he was “rubbed out” because of his knowledge. This interpretation is far more credible, but the truth is still a mystery.

Now let me return to the original topic of an interdisciplinary program of American studies. I came to Nanzan in 1968, and Professor Ken’ichi Nakaya joined us as a full-time professor in 1969 for one year. Professor Nakaya said, “Hey, Iwano, why don’t we start a new course like ‘Introduction to American

Culture.’ It would be a team-teaching course and a series of instructors would each come to teach in his special field.” I answered, “Professor Nakaya, you teach American History and I will teach American Government and Politics. But other than you and me, I cannot imagine any responsible teacher of American studies.” Professor Nakaya replied, “I leave it to your discretion. You may do other subjects appropriately.” I answered, “That is impossible, Professor Nakaya!”

Thus, “Introduction to American Culture” (in Japanese, *Amerika no Bunka*) started in 1969. Nanzan could provide an instructor in American Literature, but other fields should be taught by part-time instructors from other universities. Without outside help, we could not organize an interdisciplinary curriculum of “Introduction to American Culture.” Together with “American Culture,” “Introduction to British Culture” also started, but “British Culture” only survived for a few years before it disappeared from the departmental curriculum. I don’t know the reason of discontinuance.

Really, students like abbreviations of courses they take. “*Amerika no Bunka*” was abbreviated into “*Amebun*.” Those outside professors who were cooperative for organizing *Amebun* constituted an academic galaxy. Professor Kaname Saruya, who passed away last year, really liked to come to Nanzan and became students’ good friend. He repeatedly said to me with a smile, “Nanzan students are good and friendly. Even now some of them send New Year’s Greeting Cards to me.” And I have to mention Professor Nagayo Homma. Professor Homma contributed an article titled “On the 60th Commemorative Year of Concluding U.S.-Japan Peace Treaty” to the latest *Newsletter of American Studies Promotion Foundation*. Another important cooperator was Professor Motoo Kaji. The *Newsletter* mentioned above informed me of his demise in July last year. Eight months have passed since then, but I did not know until I read the *Newsletter*. I really regret my ignorance. For a while, Professor Akira Imazu came from Kyoto. He taught Professor Eisaku Kihira, who later came to Nanzan as a full-timer teaching American history. I will touch upon him once more later. Professor Motoo Kaji became Dean of the Komaba campus. He regretfully said to me, “The Dean of Faculty of Liberal Arts is prohibited to engage in part-time teaching.” I was at a loss. But I had a contact with Professor Yasuo Sakakibara of Doshisha University in Kyoto, and he willingly agreed to come to Nanzan saying, “I will be available.” He taught American Economy in place of Professor Kaji.

While I was at the University of Chicago as a graduate student, I had a chance of chatting with American graduate students. I named, one by one, the Fulbright professors who had been my teachers at the University of Tokyo. One of the American graduate students commented, “You are from Japan, but you had a better undergraduate American studies education with so many distinguished American Fulbright professors.” A similar thing happened at Nanzan, that those

students who took the course of *Amebun* in early days could say they had almost best introductory lectures by distinguished professors without leaving Nagoya. However, it was I whose feet were in full motion all the time: meeting such and such professor at Nagoya Shinkansen Track at a designated time and seeing him off again at the station. Those professors invited from Tokyo and Kyoto were very busy, and coordination was one of the difficult tasks for me to do.

Of course, local professors' cooperation was indispensable. Today he seems to be absent, but Professor Tatsuro Nomura of Aichi Prefectural University, who taught Professor Fujimoto when he was an undergraduate student, came to Nanzan and demonstrated his special narrative of American labor history.

By the way, when we were undergraduate students of American studies, Professor Nakaya repeatedly said to us, "Since American Studies is an interdisciplinary learning, any discipline you are interested in, for instance, economics, should be studied just like an undergraduate student of Economics Department. Then you are ready to be involved in American Studies as an area studies. Without that effort, you cannot be successful in area studies." A multifaceted view was, Professor Nakaya told us, indispensable for achieving American Studies as area studies. Since I came to this university, I continuously and strongly emphasized the significance of interdisciplinary point of view.

XIX: Establishment of the Concept of Curriculum at the British and American Studies Department

As the title of our department — British and American Studies — demonstrated, we continuously emphasized English education even after I joined in Nanzan. Learning and practicing English is one wheel of a vehicle, and studying the areas English is spoken and used is another wheel, and those wheels are mutually complementary. This idea I emphasized repeatedly, and continuation of this idea really cleared the way for the shared concept of our curriculum.

In order to celebrate fifty years of the founding of Nanzan University in 1999, a commemorative book titled *Fifty Years' History of Nanzan University* was published in 2001. I was one of the contributors to this book. The university history book describes the Faculty of Foreign Studies like this:

The aim of our faculty is to nurture our students, not only to be able to study and use the foreign language they learn, but also to be knowledgeable of culture and foreign relations in the area where particular language is used. Thus our students are academically well trained and thus provided with a wider viewpoint.

This is the fundamental aim of Faculty of Foreign Studies.

At the beginning of my arrival at Nanzan, I asserted this kind of concept for area studies, especially American studies, for the Department of British and

American Studies. However, those professors whose major was to teach English, especially those native professors, were not so favorable for this idea saying, “We are embarrassed by a shortage of class hours of teaching English even now. Are you going to add another class of American government and politics? That will shorten our teaching time, even more!” Gradually, however, coexistence of language teaching and learning through area studies became acknowledged as a common basis of our curriculum. Thus, it was understood by the 1970s and 1980s that Area studies and language studies should go side by side and be mutually complementary.

Therefore, at the Faculty of Foreign Studies, the Department of French Studies aims at learning the French language and French area studies, the Department of German Studies emphasizes both German language learning and German area studies. At the Faculty of Foreign Studies, both learning foreign languages and area studies constitute very important pillars of curriculum.

Now, let me return to the subject of American studies. In latter half of the 1970s, we began to be able to assign our own faculty members to take part in the “Introduction to American Culture.” Professor Yoji Akashi who is here today was in charge of American Foreign Policy and the late Professor Michio Kato taught “American Literature.” We only invited professors outside of Nanzan as special guest speakers on special occasions.

How could we achieve this? Well, thanks to the Fulbright Commission (now officially called the Japan-U.S. Education Commission), we welcomed U.S. Fulbrighters who were helpful in developing our curriculum. We were also grateful for the Fulbright Commission’s Institutional Grant, which awarded considerable funding to promote American studies at Nanzan. This grant was intended to help institutions like universities and colleges which strived hard to promote American studies. The Commission decided to choose Nanzan as a recipient of this grant and it exerted a great influence upon building strong American studies program here. I will touch upon the story in detail later.

XV: Support of the Fulbright Commission

In 1968 when I came to Nanzan, I was informed that Nanzan was scheduled to welcome a Fulbright Professor from the United States starting in the fall semester, and I was asked to be a colleague to help with anything, everything he or she needed. The first Fulbrighter was Professor Robert Koblitz of Bard College in New York. Mr. Ikuo Sato and several other former students at that time easily remember this name and remember his classes. He said to me, “If you want me to, I will offer a seminar class.” Unfortunately, I told that only full-timers could offer seminar classes. He lived in a rich suburban community north of New York City, and I visited his house in Scarsdale, New York, several times and stayed there for a few days each time.

The Fulbright Commission changed its name when the Japanese government started to share the costs. The new name is, as I mentioned a moment ago, the U.S.-Japan Education Commission, abbreviated as JUSEC. Since Professor Koblitz first came to Nanzan, JUSEC has sent fourteen Fulbright professors here. If our faculty were to accept all of them, other faculties would be envious. Therefore, to those whose major is not specifically related to American studies, other faculties provided closest colleagues. There is really a rare case of Fulbrighter who finally ended up as a full-time faculty member of Nanzan.

Thanks to serving as the closest colleague for Fulbrighters at Nanzan, I maintain close friendships with many of them, even now, and they greatly enriched our American Studies curriculum at Nanzan. Last year I met Professor J. Didrick Castberg (who asked us to call him 'Rick') at the University of Hawaii at Hilo, where he had helped me to gain an appointment for most of an academic year as a visiting researcher. When the Japan American Studies Association Annual Convention was at Sophia University in Tokyo in 1974, I heard from Professor Kinuko Kubota of Seikei University a splendid piece of news. Professor Kubota served in the United Nations General Assembly as a deputy representative of the Japanese Government.

In Japanese, there is a phrase of *chien* and *ketsuen*. *Chien* stands for a regional relationship and *ketsuen* stands for a kinship relationship. People often talk about these words. I heard from my mother that Professor Kubota graduated from Girls' Senior High School of Niigata and this is nothing but *chien*. Professor Kubota knew that I was from Niigata. She whispered to me, "I have just heard that the Fulbright Commission is going to invite applications for institutional grants to educational institutions like universities and colleges, not just to individuals. Since Tokyo and Kyoto have already have good institutions for American studies, the Fulbright Commission seems to be looking for a site other than in Tokyo and Kyoto to offer an institutional grant. Iwanosan, would you be interested in applying for this grant?" Thus she kindly encouraged me to submit our application for Fulbright institutional support.

When I came back to Nanzan and told this story to the university administration, the executive personnel of Nanzan had considered establishing a center for American studies at this juncture, though I had not yet considered starting an American studies center at Nanzan. While I was in the United States engaging in research activities for the scientific program funded by the Ministry of Education, I found that the draft application I had written had been revised and submitted to the Fulbright Commission as a sophisticated proposal to establish a Center for American Studies.

I was soon asked to appear at the office of the Fulbright Commission to be interviewed for the institutional grant. In the interview room was none other than Professor Motoo Kaji, whom I mentioned earlier. "Oh, Iwano-kun is the representative from Nanzan. You may come back to Nagoya now." That was

what Professor Kaji said to me. I replied, "I came all the way to Tokyo using the transportation fee provided by the university fund. So, please ask me something." Then he said, "Since you are responsible for this project, I have no worry about that." We continued chatting over a cup of tea, and immediately I returned to Nanzan. The letter of approval for institutional grant to Nanzan was delivered the next year.

XVI: Contents of the Institutional Grant

The total amount of the Institutional Grant which Nanzan received from the Fulbright Commission was 11 million yen. Breakdown of this amount is: 5 million yen for purchasing books and materials for American studies, a subsidy of 2 million yen each year as of the partial salary for two young fulltime instructors of American studies for three years, of which total amount was 6 million yen. At that time, I was no longer young and effervescent. The most considerate part of this grant was that not only were materials included, but also a subsidy for personnel expenses. We were thankful for this arrangement.

Why were we so thankful? At every college and university personnel cost is the most important item of university expenditure, and it is a matter of serious argument if any new quota of teaching staff is increased or decreased. A new quota especially requires tremendous effort and understanding from colleagues. If you are successful in getting a quota, generally some other department would lose one quota. Besides, the administration of Nanzan decided to add two special Fulbright quotas for the sake of fulfilling the contract with the Fulbright Commission.

It was also my job to find two young staff members for the American studies program. First of all, I went to Kyoto to see Professor Akira Imazu. I asked whether he could introduce an appropriate young scholar to fill the Fulbright quota. Professor Eisaku Kihira was recommended and he agreed to come to Nanzan to teach American history. From Tokyo came Professor Sadao Nishimura who was introduced by Professor Motoo Kaji. Professor Kihira's post is currently occupied by Professor Masaki Kawashima, who is the third American historian after Professor Kihira. If it were not for the Fulbright quotas, we could not have been successful in adding two new faculty members to our department. Indeed, the institutional grant of Fulbright Commission enabled us to carry out special personnel affairs and we owed so much to the Commission.

XVII: Establishment of Center for American Studies and its Activities

After we received the Fulbright grant, the Nanzan Administration established a preparatory committee to establish the Center for American Studies. The Center opened in 1976 in order to celebrate the year of bicentennial for

promulgation of the U.S. Declaration of Independence. We created a set of guiding principle for acquisition of books and materials for the Center, since we could spend as much as we wanted without constraint. We established three pillars as our principles: First, books and materials suitable for understanding contemporary America should be purchased (by 'contemporary America' we meant the era after the New Deal). The second pillar was acquiring books and materials for understanding the ethnic and racial diversity of American society and the history of immigration. Third was acquisition of complete works of distinguished Americans, such as Thomas Jefferson, regardless of the time or era. Those collections are considered semi-primary sources, and useful for historical studies.

We also decided to open the Center library not only to Nanzan students, researchers and faculty members, but to all researchers, scholars and students in the Chubu area. This is a rather unusual arrangement at Nanzan, for our university library had maintained a central library system which had no branch libraries. I was appointed the first Director of the Center. There have now been six directors in charge of the Center, including the acting director who served during my absence from Nanzan.

Our activities included acquisition of books and materials, as well as the annual publication of an English journal titled the *Nanzan Review of American Studies*, in order to dispatch the results of our research. This journal also took the role of proceedings of Nagoya American Studies Summer Seminar for five years. Issue No. 33 was issued in 2011, which means that we have been consecutively publishing for 33 years, though we might have published twice a year at one time, to cover a previous year's issue. Beyond those activities, we sponsored various study and lecture meetings and seminars, with the help of the Nagoya American Center. At the time of celebrating 10th anniversary of the Center, the University Administration invited the honorable Mike Mansfield, United States Ambassador to Japan, to be the recipient of an honorary doctorate degree.

XVIII: Relationship with the Japanese Association for American Studies

When we talk about American studies in Japan, we cannot fail to mention the Japanese Association for American Studies. This association is a nation-wide organization and holds an annual convention, which was held three times in Nanzan.

Indeed, I think, there were no private universities and colleges outside of Tokyo which sponsored three annual conventions of Japanese Association for American Studies, except Doshisha University in Kyoto where Professor Otis Cary used to teach and there is an Institute for American Studies. I assume this is a kind of *noblesse oblige* for a traditionally well-established university.

Sponsoring an annual Association convention three times successfully assured

that Nanzan would be nominated as an institution for sponsoring the annual American Studies Summer Seminar later after Ritsumeikan University. I will touch upon the Nagoya American Studies Summer Seminar later.

In 1971, Nanzan sponsored the fifth Association convention. At that time the Association was not so large in membership compared with the today; my seminar students and I organized the secretariat and we were able to organize two-day sessions.

Twenty years later, when the 25th convention was again held at Nanzan in 1991, the Center for American Studies of Nanzan constituted secretariat for this convention. Professor Yasushi Matsuoka, the then Professor of Aichi Prefectural University and currently belongs to Kumamoto Prefectural University, helped us in preparation, and we finished the two-day program successfully.

The 40th Association convention in 2006 was also held at Nanzan. The most remarkable activities were presented by Professor Masaki Kawashima, who is present today, seated just over there. He organized the secretariat and I had no role to take.

Now, let me return to American studies at Nanzan. All of you must have already understood that I worked very hard to enrich the curriculum of American studies and to employ faculty members for that purpose. At the end of 1970s, as I have mentioned earlier, team-teaching course of “Introduction to American Culture (*Amebun*)” could be organized by Nanzan faculty members without asking other universities to provide part-time instructors. Also, enrichment of courses of international relations with America as its curriculum enabled our department to be composed of three pillars of instruction: social sciences, humanities and training in English. I have to add that this organization of our department was shared by most of our faculty members.

More than a quarter of a century has passed since I came to Nanzan in 1968 when I had a bad omen. In 1994 I was elected dean of the faculty. Whenever any difficulty comes out, I am in the middle of that trouble. As I have told you, when student riot occurred, I was appointed a member of Student Affairs Committee. As to entrance examination matters, I was asked to revise most of the entrance examination rules to match the increase of faculty and department. After we successfully revised the new rules, I was told by a person concerned, “Thank you for your tremendous and time-consuming efforts. But Mr. Iwano, it is your responsibility to check whether new rules you established will really work. You must be chair of the Academic Examination Committee for another year.” Usually it is a rule that one year of vice-chair and another year of chair would release one’s responsibility, but I served for three years.

XIX: Reorganization of Faculties and Departments with the Concept of Area Studies

In the spring of 1994 when I started the deanship of Faculty of Foreign Studies, what was I told? I had worked very hard as a member of Public Relations Committee to explain the difference between Department of English Language and Literature and Department of British and American Studies. I was told, "Please reunite the Department of English Language and Literature and the Department of British and American Studies. And then you ask the Departments of French Literature and German Literature to come to your Faculty and organize a new Department of Asian Studies. In this way you can build a new Faculty of Foreign Studies." I wondered the administration must have forgotten what I had done for the Faculty of Foreign Studies.

Professor Kazuyoshi Yamamoto was asked to restructure and reorganize the other Departments belonged to Faculty of Arts and Letters. Our Department and English Department had maintained independent identities and developed different ideas of purpose and education, up until that time, and I thought I could easily explain the difference between English Department and our American Studies Department. Then, I had to persuade both departments to be reunited. How could I do this without the cooperation of all the teaching staff of both departments? I have to be very clear on this point. There were whisperings that if the department which belonged to the Faculty of Arts and Letters were to be united with the Department of British and American Studies, the English Department could not maintain its identity. But I had utterly no intention to engulf another department. I thought a reunification would reinforce a curriculum of literature, English education and linguistics. However, maintaining independent departmental identity for about 30 years could emotionally prevent reunification and I might have felt the same way had the situation been opposite.

However, as I have pointed out before, the principle of Faculty of Foreign Studies consists of mastery of the language and area studies where that language is used. These two principles are mutually complementary. Those departments related to language and literature of the Faculty of Arts and Letters adopted these principles and joined us in different names: German Language and German Literature turned into German Studies, French language and French Literature into French Studies. The Department of Spanish Studies also adopted a new name to reflect the content of its current curriculum; it was changed to the Department of Spanish and Latin American Studies. We added a new Department of Asian Studies. Up until the new faculty made a start in 2000, my nerves were worn out in six years' of hard work, and I started to take an antihypertensive medicine during this assignment of restructuring departments.

The new Faculty with departments mentioned above started in April 2000. I owed so much to the help of my colleagues and the university administration.

The next project for us was to build a graduate school.

As I had completed the job of reorganization of the Faculty of Foreign Studies, I left the work of building a graduate school to my successor dean. After our reorganization, we decided to build a new master-course-only graduate school, in collaboration with Faculty of Humanities, with the new name of Faculty of Arts and Letters. The name of our graduate school is the Graduate School of International Area Studies. I cooperated with the project, agreeing to be in charge of lecture and seminar classes. The words 'international' and 'area studies' were main pillars of research and education of the Faculty of Foreign Studies, and I was very glad that my efforts of intensifying the curriculum of American studies were included in the name of the graduate school. When no student applied for my seminar class, I offered a lecture course, which was nearly equivalent to a seminar, as far as the volume of assignment was concerned.

XX: A Start of the Master Course of Graduate School for International Area Studies and my Involvement

This graduate school which offers MA courses only, started in April 2004, and I began to work with the graduate students. To my surprise, one day when I was asked to be one of the interviewers of applicants who held full-time jobs at the time of the entrance examination, I found Mr. Ikuo Sato, who had been one of my first seminar students at Nanzan some forty years ago. Of course, he successfully passed, and again took my course. He is here in the audience today.

At the graduate school level of education, we faculty members feel that we are learning together with the students, rather than teaching them. Fortunately, I could choose the topic of "federalism," which is the basis of American government and politics at my last graduate school course. Beginning with the origin of federalism, I touched upon its development until the Civil War and Reconstruction period. Up to the Civil War, incidentally, the word "union" is much more frequently used in the context of referring to the federal system or federal government. Since I touched upon American history up until the Reconstruction period, I could say I covered the idea of the federal union around that time. I should have covered at least up until the New Deal period.

XXI: Implementation of Nagoya American Studies Summer Seminar

At the end of March in 2007, I reached retirement age and I was supposed to leave Nanzan. I was granted the title of Professor Emeritus and I could teach as a part-time instructor until I became 70 years old. To tell the truth, however, I could not completely retire with the title of Professor Emeritus. As I have mentioned before, Nanzan was going to take responsibility for sponsoring the American Studies Summer Seminar. This seminar originated in 1950 as "Tokyo

University-Stanford University American Studies Seminar.” Therefore, this seminar has more than half a century of tradition. The sponsoring organization immediately before Nanzan was Ritsumeikan University. This acceptance of responsibility of sponsoring the seminar by Nanzan utterly changed my retirement plans.

Why was my retirement plan changed? The secretariat of Nagoya American Studies Summer Seminar (NASSS) was established at the Center for American Studies office. Around that time TV program titled “*Nahsu no Oshigoto* (Nurses’ Job)” was so popular and I always watched that comical drama. NASSS is pronounced “nahsu” just like that of nurse. I was told, “If you like that TV program, then your next job is that of NASSS. Would you mind helping the secretariat as an advisor?” I agreed and for five years from April 2007 I was almost Jack of all trades for NASSS. That job is going to be finished on March 31 of this year (2012).

I did whatever I could do if it were within the advisory category. I also was asked to chair a session, and to write a short paper for the proceedings. Thus, I was involved in the formal operation of NASSS. Five years have passed so quickly.

A delightful thing happened in the meantime, in the development of our graduate school. A doctoral course was added to the then MA-only graduate school. The Ministry of Education and Science approved Nanzan’s proposal for a Graduate School of International Area Studies, which is composed of the former stage of a doctoral course and the latter stage of a doctoral course. I have already retired and I could not be of any help in establishing the doctoral course for our graduate school, except for my moral support. The new graduate school started in April 2011.

In 2007, a new project of NASSS called “International Graduate Student Seminar” began, which had been proposed by Professor Masaki Kawashima. This seminar is attended by foreign and domestic graduate students, following the plenary session and section meetings of the second day. Of course Nanzan faculty members took an active role as resource persons, joined by the professors from foreign countries. The venue was Nanzan Corporation Training Center, which is located within walking distance from Nanzan campus, and all of the graduate students who participated in this seminar lived together at the Center for a few days. Not only Nanzan graduate students, but students from America, China, Taiwan, and the Philippines participated in this seminar. Those resource persons who joined in this seminar, Japanese as well as non-Japanese, gave appropriate advice and not only students who were writing Doctoral dissertation but those who were in the preparatory stages of their Master’s theses were benefited from this seminar.

It seems that sponsoring the annual convention of the American Studies Association three times, in addition to implementation of this graduate student

seminar, and starting of the Center for American Studies in 1976, must have given favorable impression for admitting doctoral courses for our graduate school.

My work related to American studies at Nanzan does not end with this talk. At first I thought this was my last work, but to be honest, I knew I would have another job to do. Around the time I heard about the job relating to a graduate student seminar, Professor Fujimoto asked me to talk about my 43 year' experience at Nanzan. I willingly accepted, and I came here today to talk about my experience. But, to be honest, this is the last but one.

On Sunday, March 25th, there will be a reunion of those graduate students who have participated in the seminar for the last five years. Unfortunately, because of limited funding, we could only invite our Japanese students, and there will be about 20 participants for this reunion. A keynote address titled "My Impressions About American Studies" will be given by Professor Yasushi Watanabe of Keio University, which is followed by students' statements on how the seminar gave them a useful opportunity to improve their career formation. I have already been already asked, "Would you please take the role of moderator for one of the sessions of this reunion?" Until this reunion is over, my job at NASSS has not come to an end.

〈Concluding Remark〉

Well, I have talked for a long time about my relationship with American studies, and the history of American studies at Nanzan University. At the end of this month, I hope, I can completely retire from Nanzan and spare time for my favorite hobby of fishing.

And finally, I would like to extend my thanks to Nanzan University, which has allowed me to stay for 43 years and I must also thank the audience that has patiently listened to my awkward talk, without complaint. Now, I must conclude this talk. Thank you very much

〈Questions and Answers〉

【Prof. Fujimoto】 Thank you very much, Professor Iwano. Forty-three years have passed since you came to Nanzan. Especially, your work and experience of latter half of your tenure at Nanzan has again exemplified the development of American studies as departmental curriculum as well as a stronghold for research of American studies.

From five o'clock a get-together in honor of Professor Iwano is scheduled and Professor Iwano punctually ended his talk at 4:30 p.m. However, this is a rare occasion for us to listen to his talk. Therefore, I would like to take about ten minutes for questions and answers period. Whatever type of question or comment, I would like to welcome.

【Mr. Koro】 My name is Go Koro and I am a librarian of Nanzan Library. In your former talk, you mentioned that you had intended to go to the University of

Wisconsin for further graduate study. But as you mentioned that you were called back to Japan. Suppose if you had not been called back to Japan, do you think your future life might have considerably been changed?

[Iwano] Definitely I think my life would have been greatly been changed. A Fulbright Professor to the University of Tokyo when I was a graduate student who was an authority of American intellectual history, Professor Ralph H. Gabriel, the then Professor of Yale University, moved to American University near Washington, D.C. after his retirement from Yale. Professor Gabriel knew Professor Austin Ranney of the University of Wisconsin at Madison. I kept in touch with Professor Gabriel for a long time. I wrote him that it was almost impossible for me to continue graduate work at the University of Chicago. Then Professor Gabriel kindly wrote me in response. He said that, "If you think it is very hard for you to continue graduate studies of Doctoral course at the University of Chicago, I will ask Austin to assist you. I hear that Austin is going to the University of Chicago to participate in an academic conference. You had better see him at that time. I will write Austin about you and that letter will reach him before he leaves for Chicago." I was delighted to read this letter and I met Professor Austin Ranney in the campus of the University of Chicago.

Professor Austin Ranney said to me, "I know Ralph knows you very well, but this is the first time I meet you and I don't know you well. Therefore, I cannot accept you as a Ph. D. candidate immediately. If you come to Wisconsin on one-semester probational term, you may come to Madison."

I was delighted to hear him say this and I decided to go to Wisconsin. However, as I said in my talk, I was called back to Tokyo. Suppose I had taken that opportunity and come to the University of Wisconsin at Madison, and successfully entered their Ph. D. course, I don't think I would have had the chance of coming to Nanzan. It would have taken longer to finish my doctoral course work and write a dissertation at Wisconsin, I would be over 30, or even around 40, and would no longer have been so young and effervescent.

Nanzan would not have been so tolerant as to hire me and Professor Ken'ichi Nakaya would have gone from the University of Tokyo because of his retirement. Yes, I am confident that my life would have been tremendously changed if I had not been called back to Tokyo.

[Ms. Habe] Thank you, Professor. My name is Yuko Habe and since my primary school days I know Iwano-sensei. I am a teacher of English at Chukyo High School attached to Chukyo University.

[Iwano] Incidentally, Ms. Habe used to be a classmate of my son's at the primary school near our house.

[Ms. Habe] I received a souvenir from the University of Chicago, if I remember correctly. My classmate Yusuke may have been in Chicago with you and your wife at that time.

[Iwano] It was Illinois State University. Our son Yusuke spent a year with us.

[Ms. Habe] Yes, yes. Yusuke brought souvenirs from the States to all his classmates. But while he was out, the number of classmates increased because our area was developing at that time. Then, a lottery was done and I had a losing ticket. I could not get a sticker of Disneyland. The next day he brought a telephone-shaped key holder to me. I felt I did well.

Listening to your lecture today, I felt that you are really different. Your sense of curiosity has been very strong since your childhood, along with your spirit of quest for what you wanted to know. Now, I have a three-year old boy and his dream is to become a professional baseball player.

I'd like to ask a question. But first it is better to express my relation with Nanzan University. Ten years after I graduated from Nanzan, I entered Nanzan Graduate School of International Area Studies and I was assured that Nanzan is a very attractive institution. For me I experienced both undergraduate and graduate education at Nanzan. My instructors changed, but the attractiveness of Nanzan has never changed. I think Nanzan professors are assets to this university. Now, I want to ask my questions:

What, do you think, is the most important attractiveness of Nanzan University for Professor Iwano?

Another question is that what an image of ideal students at Nanzan is. My opinion is just like that of a university counseling fair type, but it seems to me that high school students now are low-spirited, because Japan has experienced an economic downturn since their birth. I belong to the generation of people who could not enjoy benefit of bubble economy. I do not recommend my students to take a chance of coming to Nanzan. Well, what type of students satisfy you, Professor? Please tell me two things: attractiveness of Nanzan and students who satisfy your expectations.

[Iwano] I know Ms. Habe personally, and this kind of questions asked by a person whom I know well leads to a rather private story at first, I'm afraid. Ms. Habe is an English teacher and is a specialist of Jackie Robinson and she published a book titled *Jackie Robinson, Uniform Number 42: Heritage of Major League and "Race" in American Society* in 2009. Usually it is natural that a boy writes a book on a baseball player, but Ms. Habe has been interested in Jackie Robinson since her graduation thesis, when she was a senior student. She really sticks to what she would like to pursue. I may say that Nanzan is a type of university which nurtured a student like Ms. Habe. This is definitely one of the attractive points of Nanzan. And personally, I think that there have been so many things which have attracted my attention anywhere and everywhere at Nanzan. Those were usually tough jobs, but they gave me a sense of satisfaction after I achieved them.

There were several invitations from other universities to teach there, but I stayed at Nanzan, for I think Nanzan has almost no so-called academic clique (by which I mean a group organized by the graduates of the same university). For

instance, if a University of Tokyo professor retires, he goes to a certain university where there is a position reserved for people from the University of Tokyo, just like a colony. In the same way, a certain university keeps its colony and a clique is just kept by appointing a graduate of the pre-determined university. Nanzan seems not to take this kind of personnel policy. I think this situation enhances the attractiveness of Nanzan. I recognized now that Professor Akashi seems to be nodding wholeheartedly. Professor Akashi, do you also think so?

[Prof. Akashi] I think so, too. In my case, I finished most of my education in America, and I had no personal relationships in Japanese higher education. And I suddenly got a teaching job here at Nanzan. I recognized that most of the faculty members had an experience of studying abroad, and most of them were proficient in English. The department I belonged to, the Department of British and American Studies, was highly internationalized, I think. In that sense, I felt so comfortable and at home, here at Nanzan.

[Iwano] I agree, Professor Akashi. You felt at home when you joined us. I asked the professor to take part in the “Introduction of American Culture” course, and he agreed to teach a part of American diplomacy. Professor Akashi said to me, “May I start with the post-war period?” I replied, “It is all right to start with the post-war America.” Professor Akashi tried to start with the Truman Doctrine by mentioning the name of two countries — Greece and Turkey. When he pronounced the name of two countries in English way, the students were at a loss. Then I raised my hand and said, “Professor, high school text book of world history depicts those countries like *Girisha* and *Toruko*.” This episode really exemplifies that Professor Akashi finished his higher education in America. In America, they pronounce country names in the English way.

As Professor Akashi reinforced international mindedness of Nanzan, whatever his or her nationality and career may be, he or she can get along with teaching staffs easily. In that sense, internationalism is a hallmark of Nanzan University.

Well, what type of student do I want to come to Nanzan? I do not want a student who says, “My parents said ‘Nanzan is good.’ That is the reason.” If a student may say, “My parents said that Nanzan was a good university and they had a wonderful experience. They said you had better go to Nanzan.” I like this kind of student better. We faculty members think that a prospective candidate for an examination is at least ready to know what kind of education he or she wants to get at Nanzan, and to be prepared to what field of work he or she choose after four years’ of education. If there is such a high school student, we will welcome as our undergraduate. Without thinking those matters utterly and only thinking that future job market is not so favorable even for a Nanzan graduate, he or she will be identified by the examiners of a company at the time of interview as unfit for the job.

Besides, incoming students should be ready to tell what they are going to

study as undergraduates at Nanzan. At high school, teachers determine what students should learn, in accordance with their curriculum. However, especially the Faculty of Foreign Studies of Nanzan offers a variety of curricula and students are supposed to determine what they would like to study, i. e., language study, area study or language teaching study. Those high school students who would like to come to our department must acquire knowledge of our educational curriculum and consider how to select an appropriate course of study beforehand. We sincerely hope high school students with a sense of purpose would come to Nanzan.

Nanzan is said to be renowned for language teaching. People say Nanzan is good for foreign language study. But language study should be supplemented with area study and vice versa. Study of language and study of area are complementary to each other. At our faculty, you can learn Spanish, English, French, German, Indonesian and Chinese, along with area studies of the places where each language is used. I really hope that high school students should be prepared to know about our curriculum before deciding to come to our faculty. This is my wish. And again thank you very much for your attention.